cuss the Nambudiri Kudumba Bill which is in the hands of the Select Committee. Is that a political meeting or only a social one?

President.—They say it is a social meeting; and your point is that it is a political meeting.

Mr. T. A. Ramachandra Ayyar.—It was in the nature of a political meeting.

President.—You want to raise arguments to show that the fact that the meeting was convened for a social purpose is not correct. Is that not your point? Well, that is a matter for discussion. We are not to argue on those points. The answer was given. Probably, you may differ.

Mr. T. A. Ramachandra Ayyar.—Was not that meeting to discuss about the Nambudiri Kudumba Bill?

Mr. C. Matthai.—Well, the Inspecting Officer who gave sanction reported that he did it on the understanding that it was a purely social one.

President.—A further question asked is:—"Was it to discuss the merits of the Kudumba Bill?"

Mr. C. Matthai.—I do not suppose he understood it like that. I do not suppose that it was reported to the Inspecting Officer also. That is what I gather from the reply given here.

Strength in the Ittyera Memorial School, Poyya.

35. Mr. T. A. Ramachandra Ayyar.—Will the Government be pleased to state (i) the respective strength of class IV in the Ambooken Ittyera Memorial School (Poyya) during the past 3 years with the number that sat for the examination in different years;

(ii) the strength of the preparatory class (which enjoys no grant in-aid) and the number that sat for the examination in those three years?

Mr. C. Matthai.—

	Year.	1099.	1100.	1101
(i)	Strength	35	53	61
	Number examined	35	39	41
(ii)	Strength	Nil	17	13
	Number examined	Nil	16	13

Mr. T. A. Ramachandra Ayyar.—The strength of class IV was 53 in 1100, and the actual number that sat for the examination was 39 out of 53. In the next year 41 sat for the examination out of 61 in the aided school, and in the school in which there was no grant almost all the students sat for the examination. In the school in which no aid was given, there were 17 students, and 16 sat for the examination. In 1101 there were

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13 students, and all of them appeared for the examination. In 1100 there was a difference of 14, and in 1101 there was a difference of 20 in the aided school. But there is not much difference in the non-aided school. I want to know why there was such a difference.

Mr. C. Matthai.—There are *no 2* schools. It is all *one* school. They are two classes of the same school.

President.—Which is the school?

Mr. C. Matthai.—The Ambooken Memorial School, Poyya. That is *one* school.

Mr. T. A. Ramachandra Ayyar.—From the class which enjoys no grant, more students sat for the examination.

Mr. C. Matthai.—It has absolutely nothing to do with the giving of grants or of not giving grants. The school with the first four classes is a Vernacular School. Most of the boys of that school stop their studies in the 4th class They do not like to join the higher classes. There is a preparatory class. The ambition of the students of that class is to go to the first Form, and unless they pass the examination they cannot go to it.

President.—There is no question of grant?

Mr. C. Matthai.—Absolutely none whatever.

Mr. T. A. Ramachandra Ayyar.—In the clsss for which grant was given, all the pupils did not sit for the examination. But in the preparatory class for which no grant was given, all the students sat for the examination.

President.—Therefore, your point is as to why grant should be given in the first case.

Mr. T. A. Ramachandra Ayyar.—I cannot give out any exact reasons. My point is, all these students were not attending the class.

Mr. S. F. Nunez.—Is there any insinuation?

President.—I am not able to follow Mr. Ramachandra Ayyar.

Mr. C. Matthai.—I think I have already made the matter quite clear, Sir. In the first case they are boys who were attending the 4th class of the Vernacular School.

President.—So that, taking the year 1100, so far as the strength 20 of the 4th class is concerned, it was 53, out of which 39 sat for the examination, and you gave grant for it.

Mr. C. Matthai.—The giving of grant has nothing to do with the examination.

President.—In 1101, 61 was the strength, and 41 were examined; so that what is the point involved in these figures?

Mr. C. Matthai.—I really do not see any point. The fact of the matter is that these figures relate to the 4th class of

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a Vernacular School. They are boys who practically finish their education in that school.

President.—Then, coming to the preparatory class, in 1100, 17 was the strength, and 16 sat for the examination. In 1101, 13 was the strength, and 13 sat for the examination.

Mr. C. Matthai.—Well, preparatory class boys are boys who have passed the 4th class of the same school, and they join the preparatory class so that they may join the First Form of the High School. These boys have only begun English education, and unless they sit for the examination and pass the examination, they have no chance of getting into the First Form.

President.—What is the point that is sought to be made out of these figures?

Mr. C. Matthai.—It has absolutely no connection with giving grant or not giving grant. It simply depends on the object of the boys. In the first place, they are boys who have finished Vernacular education.

President.—The point is this. In a certain year, more boys sat for the examination in one class with reference to strength than in the other class.

Mr. C. Matthai.—It is not the difference of the years. It is a difference between the classes.

President.—In the 4th standard, the top class of the Malayalam School, compared with the strength of the boys that sat for the examination, they were not so many as in the preparatory class.

Mr. C. Matthai.—The percentage was small.

President.—That is all that comes out of this?

Mr. C. Matthai.—That is all that comes out of these figures.

President.—In order to get grant, there should be the minimum strength. But the Director of Public Instruction says that this has nothing to do with the giving of grants.

Mr. T. A. Ramachandra Ayyar.—That is not my point.

President.—Only when there are so many students, grants will be given. That is to say, we insist upon a minimum strength, I suppose in the case of Boys' Schools, it is 30, and in the case of Girls' Schools it is 20. We insist upon that, and unless this minimum is satisfied, the Government does not ordinarily give grant. There may be exceptions.

Mr. T. A. Ramachandra Ayyar.—There is a strength of 61 (30 plus 31) here, but only 41 sat for the examination; and where were the other 20?

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President.—I do not know what relevancy this sitting for the examination has. We are guided by the strength of the classes for the purpose of sanctioning the grant. If the minimum is satisfied, they get the grant. Whether those students sat for the examination or not is immaterial. So that sitting for the examination has nothing to do with the giving of grants, with reference to the strength of the class.

Mr. T. A. Ramachandra Ayyar.—My point is that the figures shown in some of the schools may not be correct. In order to get grant they may show false figures. I do not refer to this particular school.

President.—But when you bring this point regarding the sitting fot the examination, I can't see the relevancy of it.

Mr. T. A. Ramachandra Ayyar.—There were 61 students in the class. Why should only 41 sit for the examination?

President.—I mean the others may have been found unfit for sitting for the examination.

Mr. T. A. Ramachandra Ayyar.—Is there any selection examination?

President.—I mean to say there must be some standard by which they judge the fitness of candidates.

Mr. T. A. Ramachandra Ayyar.—By which standard?

President.—Now, we go to another point.

Mr. T. A. Ramachandra Ayyar.—When there was a strength of 61 in a class, how is it that only 41 sat for the examination? Only by examination we can judge the capacity of students. Before that how can we judge?

President.—Am I to understand the question thus: "While there were 61 in the class, how is it that only 41 sat for the examination?" Is that your point?

Mr. T. A. Ramachandra Ayyar—Yes, Sir.

President.—Now, he has made it clear. It has nothing to do with the grant. Now, the question asked is, "while there was a strength of 61 in 1101 in the 4th standard, how is it that only 41 sat for the examination whereas, in the preparatory class, as against a strength of 13, the whole number sat for the examination?

Mr. C. Matthai.—I think I have made my point quite clear. You take two boys. There is one boy who wants to continue his education. There is another boy who has finished his education. Is the incentive the same in the case of the boy who has finished his education as in the case of the other boy? The preparatory class is the lowest of the English section, and

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the boy who pays high fees and joins the preparatory class does so in order that he may continue his education, whereas a boy of the 4th class has finished his education.

Mr T. A. Ramachandra Ayyar.—Why should he not sit for the examination?

Mr. C. Matthai.—If the boy stays away, you cannot drive him for the examination. You cannot send a teacher after him and bring him to the school.

President.—So that, to understand fully, there is no test or anything of the kind asking them to sit for the examination. All of them, if they have a mind, can sit for the examination.

Mr. C. Matthai—Provided they are qualified otherwise.

President.—We have got a selection examination. There are 61 boys. We cannot send all these for the examination, as some of them may be unfit. Is there any such rule?

Mr. C. Matthai.—The Manager or the Head-master is at perfect liberty to do it.

President.—So, with reference to this particular case, have you got any information? How is it that 41 alone sat for the examination?

Mr. C. Matthai—I cannot say. I have no personal information about it. Of course, it may be so. There are various factors. For instance, to sit for the annual examination, there must be a certain percentage of attendance, and then the Head-master must feel satisfied that the boy is fit for the examination, and he has had the necessary course. There are these two factors, and then, the boy must be willing. That is the most important thing.

President.—Of course, if you are satisfied it has nothing to do with the grant, I suppose there is not much significance in the question.

Mr. T. A. Ramachandra Ayyar.—It has something to do with the grant, no doubt. If the Director assures that no grant will be given, I am sure, there will be only 41 students in the class.

President.—And what about the remaining 20?

Mr. T. A. Ramachandra Ayyar.—They bring some (*Laughter*).

Mr. C Matthai.—Now, Sir; I must object to this kind of discussion. It is absolutey useless. We are discussing about a particular school. A respectable man is managing it.

Mr. T. A. Ramachandra Ayyar.—If no grant is given, then I say there would not be so many students.

President.—But when the strength has come to 30, the Government is bound to give grant. We have held out a promise like that.

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Mr. T. A. Ramachandra Ayyar.—The Government should also see why so many boys are not allowed to sit for the examination.

President.—Is there any complaint that they were not allowed by the Manager to sit for the examination? How are we to go into this case? Are we to conceive of hypothetical complaints and then investigate?

Mr. T. A. Ramachandra Ayyar.—Here we have got the figures.

Mr. C. Matthai.—We are bound to place facts before the Members, but I strongly object to any unwarranted insinuation based on those facts.

President.—Before you make any personal reflection, or point out irregularities in connection with the administration of any department, you must see that you are sure of the facts.

Grant to aided schools without the prescribed strength.

36. **Mr. T. A. Ramachandra Ayyar.**—Will the Government be pleased to state whether there were instances in which aided schools received grants to which they were not entitled by reason of their strength being below the required minimum in the past 3 years, and if so, how many such cases were detected by the department with a list of such schools, and how the cases were disposed of?

Mr. C. Matthai.—There was only one such instance (vide answer to question No. 98 of the last budget session).

Complaints against the Head-master, Narakkal Girls' School.

37. **Mr. Poulo Mampilli.**—Will the Government be pleased to state whether any petitions were received during the year 1101 by the Director of Public Instruction or the Inspectress of Girls' Schools alleging certain charges against the Head-master of the Narakkal Girls' School?

(2) If any petitions were received, will the Government be pleased to state whether any enquiry was made; if so, by whom, and the nature of the enquiry?

Mr. C. Matthai.—Yes.

(2) An enquiry was conducted by the Inspectress of Schools, and it was found that there was little foundation for the allegations against the Head-master. The Inspectress, however, recommended that he may be transferred elsewhere, and he was, therefore, transferred to Kadamakkudi School.

38. **Mr. Poulo Mampilli.**—Will the Government be pleased to state whether it is a fact that the President of the Narakkal Panchayat wrote to the Inspectress of Girls' Schools on

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